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ABSTRACT

A series of follow-up studies were conducted to evaluate the Jackson County Adult Evening School Program in terms of educational, social or personal, and/or financial benefits as measured by the graduates themselves. The studies supplement other teacher, student evaluations and pre-post test results. The results of all follow-up studies have shown a remarkable degree of consistency in responses both in percentage comparisons as well as content and direction. Conclusions include: (1) Age and sex need not be deterrent factors to adults desiring to complete their high school education; (2) The members of this class have many productive years ahead of them in which to repay the cost of their education; (3) The vast majority of these graduates remain within the same general area; (4) A significant number of job changes or promotions occur to those in the labor market within one year of graduation; and (5) All of the respondents of this class rated the quality of instruction as being either excellent, very good, or good. (Author/CK)

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A ONE-YEAR FOLLOW-UP STUDY OF THE FORTY-ONE GRADUATES CLASS OF 1971 OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM

BY

JAMES R. GRAN

PROJECT ADMINISTRATOR

COMPLETED MAY, 1972

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PREFACE

The Jackson County Adult Evening High School Completion Program has completed its sixth year of operation.

Upon completing the requirements for graduation, adult students are awarded regular high school diplomas by their resident school district if they live in Jackson County, or by the school attended in Jackson County if they are not residents of a school district in Jackson County.

A total of three hundred eighty-nine (389) adults have completed their high school education by way of this program. The number of graduates by classes is as follows:

Class of 1967	-	41
Class of 1968	-	111
Class of 1969	-	100
Class of 1970	-	58
Class of 1971	-	41
Class of 1972	-	38
Total		389

Each class has been or will be the subject of a one-year follow-up study and two classes, so far, have been the subject of a four-year follow-up study.

This particular one-year follow-up study concerns itself with the Class of 1971.

ACKNOWLEDGEMENTS

We wish to thank the members of the Class of 1971 who responded to the rather lengthy questionnaire.

In addition, we acknowledge the adult students in this program, both past and present, who by their attendance have set fine examples for others to follow.

Teachers and other staff members are also commended for their contribution to the program, which often has been made at the expense of time away from their families, and work in addition to regular teaching duties.

Also to be recognized are the taxpayers of Jackson County, local school districts of Jackson County, and the Jackson County Board of Education, whose cooperation has made this adult program possible.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Attempts to evaluate any educational program's effectiveness need to be made in order to justify continuation or expansion of any educational program.

Pre-post tests, teacher and student evaluations, and follow-up studies are continuously made to measure this program's effectiveness.

Our problem then is to measure the benefits which may have been received by our graduates between enrollment and one year after graduation. These benefits may be educational, social or personal, and/or financial.

The Purpose:

The purpose of our follow-up studies is to measure these educational, social, or financial benefits as stated by the graduates themselves at differing time intervals (enrollment - 1 and 4 years after graduating.)

The results of these studies, while supplementing teacher, student evaluations and pre-post test results, are perhaps the most valuable and meaningful evaluations made of this program.

It is really the "acid" test of whether or not this program is accomplishing what it purports to be accomplishing.

This study will measure the benefits, if any, that have accrued to these graduates between enrollment and one year after graduation.

Related Studies:

The only related studies, to the knowledge of this writer, are those which have been made of this program.

The following studies of this program have been made:

1. One-Year Follow-Up Study - Class of 1967 - results published in Vocational Education Amendments of 1968, Part 2 - which were the results of hearings before the General Subcommittee on Education in the 90th Congress.
2. One-Year Follow-Up Study - Class of 1968 - results published in the October, 1969 issue of Research in Education, Volume 4, Number 9.
3. One-Year Follow-Up Study - Class of 1969 - results published in the October, 1970 issue of Research in Education, Volume 5, Number 10.
4. One-Year Follow-Up Study - Class of 1970 - results published in August, 1971 issue of Research in Education, Volume 6, Number 8.
5. Four-Year Follow-Up Study - Class of 1967 - results published in the June, 1971 issue of Research in Education, Volume 6, Number 6.
6. Four-Year Follow-Up Study - Class of 1968 - results recently submitted to the ERIC but not yet published.

Currently underway, of course, is this one-year follow-up study of the Class of 1971 and in the planning stages are the one-year study and the four-year study for the classes of 1972 and 1969 respectively.

Assumptions:

It is assumed that the questions as stated on the questionnaire will be correctly understood and answered by the respondents.

It is also assumed that the respondents will answer the questions in all honesty.

It is further assumed that the questions as stated on the questionnaire are pertinent and will measure the benefits our graduates have received as a result of attending and graduating from this adult program.

Questionnaire:

The questionnaire used in this one-year study is identical to the ones used in the one-year studies of 1968 - 69 - 70, so that comparisons of responses by classes may be made either individually or collectively.

A copy of the questionnaire will be found in the List of Exhibits, Exhibit D.

Hypothesis:

If this adult program is accomplishing what it should be accomplishing, the daily lives of our graduates should have improved or should be improving, and our graduates should be aware of these improvements.

These benefits should be measurable and recognizable in the areas of educational, social or personal, and/or financial gains. They might well be job promotions, job changes, education beyond high school level, more pride, greater self-satisfaction, more confidence, better mental health, etc.

The benefits, if any, as measured by this study will be those occuring between enrollment and one year after graduation - relatively short-range benefits. Later four -year or longer follow-up studies might well measure benefits not appearing in the one-year study. Some, for example, may not enter the labor market or continue their education, until their children are older. Other educational or job opportunities may not present themselves until a later date.

Results of this Study:

It is hoped that the results of this study will further justify the establishment of similar programs, encourage more adults to participate in these programs, and urge governmental and/or private agencies to support and establish similar programs.

Indirectly, we hope that these studies may encourage school districts to establish programs of their own or to participate in similar programs, and to reflect upon their own dropout problems and attempt to resolve this problem by appropriate revisions of curriculum, school policies, etc.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time worker: One who regularly works part-time for wages.

Full-time worker: One who regularly works full-time for wages.

Unemployed: One who is temporarily out of work.

Disabled: One who cannot work because of physical or mental handicaps.

Required Subjects: Subjects in which one unit of credit is required of all students in this adult program. These subjects are: English 10 and 11, Math, Science, American History, and Government.

Elective Subjects: Any subject other than the required subjects.

Tuition student: Any adult student who pays a tuition fee of any amount.

Non-tuition student: Any adult student who does not pay a tuition fee because of economic need or physical handicap.

Many of these terms are also defined on the questionnaire where it was felt a misunderstanding might occur.

Method of Attack:

On March 9, 1972 - forty-one letters, questionnaires, and self-addressed, stamped, return envelopes were mailed to the graduates of the Class of 1971. Two weeks were allowed to lapse before a second letter, questionnaire, and return envelope were mailed to the remaining non-respondents. Another two

weeks were allowed to pass before attempts were made to contact non-respondents by telephone. Another two weeks were allowed to go by before tabulating and writing the results.

Twenty of the forty-one graduates of the Class of 1971 responded to the first letter. Seven responded to the second letter, and six responded to the third letter. None responded to telephone requests.

Thirty-three of the forty-one class members returned completed questionnaires for a return of 80.5%.

The eight non-respondents are composed of four women and four men, one of whom is known to be in the service.

The general information section of Chapter II will include data on the non-respondents where the information is available from our files.

CHAPTER II

FINDINGS

General Information:

This section of the questionnaire collected data about age, sex, occupation, employer, marital status, head of household, number of children, etc.

Information concerning the non-respondents will be included, where the inforation is available from our files.

Table I presents the present average ages of the class of 1971, by occupation and sex, and will include the eight non-respondents. They are indicated by the letters NR and listed according to their occupation at enrollment.

Table II presents the detail of age and sex of the class members of 1971.

Table III lists their present addresses if they responded to the questionnaire, or their last known address if they were non-respondents.

TABLE I

PRESENT AVERAGE AGES

ADULT CLASS OF 1971

by PRESENT OCCUPATION

OCCUPATION	Respondents	Mdn	Average Age	Range
Housewives	21 (2 NR)	23	28.5	18-59
Part-time Workers				
Men	-	-	--	--
Women	3	47	49.3	33-68
Full-time workers				
Men	10 (4NR)	21	25.9	19-45
Women	7 (2NR)	32	32.6	22-52

Table I continued:

Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Total Class of 71	41			

The average ages show that most of these graduates have many years in which to benefit educationally and financially, as well as to repay the investment in their education as adults.

TABLE II

PRESENT AGES AND SEX (DETAIL)

BY PRESENT OR LAST KNOWN OCCUPATION

ADULT CLASS OF 1971

OCCUPATION	AGE	MALE	FEMALE
Housewives	18		1
	19		2
	20		3
	21		2 (NR)
	22		2
	23		1
	24		1
	25		1
	28		1
	30		1
	35		1
	37		2
	38		1
	50		1
	59		1
		Total Housewives	21
Part-time Workers			
Men	-	-	-
Women	33		1
	47	-	1
	68	-	1
		Total Part-time Women	3

Table II continued:

Full-time Workers				
Men	19		1	
	20		2 (1NR)	
	21		3 (2NR)	
	26		1	
	30		1	
	36		1	
	45		1 (1NR)	
	Total Full-time Men		10	
Women	21			1
	22			2
	24			1
	37			1
	50			1
	52			1
		Total Full-time Women		7
Unemployed				
Men	-		-	
Women	-			-
Disabled				
Men	-		-	
Women	-			-
		Men	10	Women 31

Total Class of 1971 - 41

TABLE III

PRESENT OR LAST KNOWN ADDRESS

BY PRESENT OR LAST KNOWN OCCUPATION

ADULT CLASS OF 1971

OCCUPATION	ADDRESS	NUMBER AT THIS ADDRESS
Housewives	Bellevue	2
	Delmar	1
	Goose Lake	1
	Lost Nation	1
	Maquoketa	7 (2NR)
	Miles	2
	Onslow	1
	Spragueville	1
	Springbrook	2
	Toronto, Iowa	2
	Wyoming, Iowa	1
	Total Housewives	21

Table III continued:

Part-time Workers		
Men	-	-
Women	Delmar	1
	Maquoketa	1
	Preston	1
	Total Part-time Women	3
Full=time Workers		
Men	Andrew	2 (2NR)
	Bellevue	1
	Camp Pendleton, Calif	1 (1NR)
	East Moline, Ill.	1
	Maquoketa	5 (1NR)
	Total Full-time Men	10
Women	Bellevue	1 (1NR)
	Danville, Ill.	1
	Maquoketa	1
	Onslow	1
	Oxford Junction	1
	Preston	1 (1NR)
	Spragueville	1
	Total Full-time Women	7
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Class of 1971	41

Table III, while indicating some movement of our graduates, clearly shows that most remain within the general area of Jackson or neighboring counties - at least up to one year after graduating.

Those moving out of the area are probably more employable and mobile than they previously were.

Head of Household:

Table IV reveals that only eight of the members of the Class of 1971 are head of a household.

There are six single men and three single women who are not head of a household, in addition to twenty-four married women who are not head of the household.

TABLE IV

PRESENTLY OR LAST KNOWN TO BE

HEADS OF HOUSEHOLD

ADULT CLASS OF 1971

Head of Household	Number
Men	4 (1NR)
Women	4
Total Heads	8
Not Head of Household	
Men	6 (3NR)
Women	27 (4NR)
Total Not Heads	33

Total Class of 1971 - 41

Marital Status:

Table V reveals that nine of the class members are single, thirty are married, one is widowed and one divorced. These include the eight non-respondents whose marital status is assumed to be the same as at the time of enrollment.

TABLE V

PRESENT OF LAST KNOWN MARITAL STATUS

ADULT CLASS OF 1971

STATUS	NUMBER
Single	
Men	6 (3NR)
Women	3 (1NR)
Married	
Men	4 (1NR)
Women	26 (3NR)
Widowed	
Men	-
Women	1
Divorced	
Men	-
Women	1
Separated	
Men	-
Women	-
Total Class of 1971	41

Children in Family:

Table VI reveals that nineteen of the thirty-three respondents report one or more children under the age of nineteen, and four of the eight non-respondents also have children in this eighteen or below age group. The remaining eighteen either did not respond to the question, have no children, or are single.

Four report some children nineteen years of age or older.

It indicates that many of these graduates did have family responsibilities to consider when they were attending the adult program.

The family size of these graduates, however, is considerably smaller than the size of families found in earlier graduating classes.

TABLE VI

PRESENT OF LAST KNOWN NUMBER OF CHILDREN IN FAMILY

ADULT CLASS OF 1971

Children 18 Years of Age or Below:

OCCUPATION	NUMBER OF CHILDREN		NUMBER REPORTING
Housewives	1		3 (1NR)
	2		8
	3		1
	4		1 (1NR)
	7		1
		Non-Respondents	7
		Total Housewives	21
Part-time Workers			
Men	-		-
Women	2		2
		Non-Respondents	1
		Total Part-time Women	3
Full-time Workers			
Men	2		1
	3		2 (1NR)
		Non-Respondents	4
		Single Men	3 (3NR)
		Total Full-time Men	10
Women	1		2
	2		1
	4		1 (1NR)
		Non-Respondents	2
		Single Woman	1 (1NR)
		Total Full-time Women	7
Unemployed			
Men	-		-
Women	-		-
Disable			
Men	-		-
Women	-		-
		Total Class of 1971	41

Table VI continued:

Children 19 Years of Age or Older:

OCCUPATION	NUMBER OF CHILDREN	NUMBER REPORTING
Housewives	2	1
		Non-Respondents 20 (2NR)
		Total Housewives 21
Part-time Workers		
Men	-	-
Women	1	1
		Non-Respondents 2
		Total Part-time Women 3
Full-time Workers		
Men		Non-Respondents 10 (4NR)
		Total Full-time Men 10
Women	1	2
		Non -Respondents 5 (2NR)
		Total Full-time Women 7
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
		Total Class of 1971 41

Occupation When First Enrolled:

Table VII reveals tha. twenty-five of the forty-one graduates were in the labor market at the time of enrollment (7 part-time and 18 full-time).

One year after graduation twenty were in the labor market (3 part-time and 17 full-time).

The difference of five is accounted for by five women returning to the role of housewife - four from part-time jobs and one from full-time employment.

The above data includes non-respondents and assumes no change of occupation since enrollment for these eight non-respondents.

TABLE VII

OCCUPATION WHEN FIRST ENROLLED

ADULT CLASS OF 1971

OCCUPATION	NUMBER
Housewives	16
Part-time Workers	
Men	-
Women	7
Full-time Workers	
Men	10
Women	8
Unemployed	
Men	
Women	
Disabled	
Men	
Women	
Total Class of 1971	41

Employer and Type of Work When First Enrolled:

Table VIII provides the employer and type of work done by the forty-one members of the adult class of 1971 at the time of enrollment.

The letters PT, FT, HW stand for part-time, full-time, and housewife respectively. This data is useful for later comparisons in one and four-year follow-up studies.

TABLE VIII

EMPLOYER AND TYPE OF WORK

WHEN FIRST ENROLLED

ADULT CLASS OF 1971

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
1. Varied	FT	M	Farmhand
2. Not employed	HW	F	Housewife
3. Not employed	HW	F	Housewife
4. Mrs. Edleman	PT	F	Waitress
5. Not employed	HW	F	Housewife
6. Ensign Coil	FT	F	Coil Picker
7. Crestridge Nursing Home	PT	F	Nurses Aide
8. Not employed	HW	F	Housewife
9. Head Start	PT	F	Teacher Aide
10. Luzier, Inc.	PT	F	Cosmetic Sales
11. Not employed	HW	F	Housewife
12. Savanna Army Depot	FT	F	Munition Operator
13. Schoenthaler, Schoenthaler & Roberg	PT	F	Tax Work
14. Not employed	HW	F	Housewife
15. Not employed	HW	F	Housewife
16. Not employed	HW	F	Housewife
17. Meinerz Creamery	FT	F	Packer
18. Not employed	HW	F	Housewife
19. Julin Printing Co.	PT	F	Binder
20. Self-employed	FT	F	Babysitting
21. Not employed	HW	F	Housewife
22. John Deere Co.	FT	M	Welder

Table VIII continued:

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
23. Swift & Company	FT	F	Canning Dept.
24. J. I. Case	FT	M	Machinist - Tool Room
25. Tango Supper Club	FT	F	Bartender
26. Taylor Plumbing	PT	F	Office Work
27. Not employed	HW	F	Housewife
28. Not employed	HW	F	Housewife
29. James Schueler	FT	M	Interior decorator
30. Not employed	HW	F	Housewife
31. Caterpillar Tractor Co.	FT	M	Drill Operator
32. Better Homes Furniture	FT	M	Delivery and Repair
33. Not employed	HW	F	Housewife
NON-RESPONDENTS			
34. Family Farm	FT	M	Farming
35. Family Farm	FT	M	Farming
36. Roger Short	FT	M	Mechanic
37. Ensign Coil	FT	F	Factory Work
38. Caterpillar Tractor Co.	FT	M	Tool Analyst
39. Not employed	HW	F	Housewife
40. Not employed	HW	F	Housewife
41. Meinerz Creamery	FT	F	Packer

Present Occupation:

The data presented in Table IX gives the present occupation of the respondents to the questionnaire, non-respondents are listed separately by their occupation at enrollment and assumed no change in their occupation.

Comparison of Tables VII and IX reveals the return of five women from part- and full-time workers to the role of housewife, as was stated earlier.

TABLE IX

PRESENT OCCUPATIONS - RESPONDENTS

ADULT CLASS OF 1971

OCCUPATION	NUMBER	
Housewives	19	
Non-Respondents		2
Part-time Workers		
Men	-	
Women	3	
Full-time Workers		
Men	6	
Non-Respondents		4
Women	5	
Non-Respondents		2
Unemployed		
Men	-	
Women	-	
Disabled		
Men	-	
Women	-	
Total Respondents	33	
Total Non-Respondents		8

Total Class of 1971 - 41

Present Employer and Type of Work(1 year after graduation):

Table X reveals the present employer and type of work (one year after graduation). It also indicates part or full-time employment.

The asterisk indicates an occupational change between enrollment and one year after graduation. A minus sign preceding the asterisk indicates a negative change, e.g., a worker returning to the role of housewife, or a full-time worker going to part-time work.

One known change is indicated for the non-respondent in service.

The other non-respondents are assumed to have had no occupational change.

TABLE X

PRESENT EMPLOYER AND TYPE OF WORK

ONE YEAR AFTER GRADUATION

ADULT CLASS OF 1971

EMPLOYER	PART OR FULL TIME	SEX		TYPE OF WORK
1. Jack & Jill	FT	M	*	Stock Shelves-Carry Out
2. Not Employed	HW	F		Housewife
3. Not employed	HW	F		Housewife
4. Not employed	HW	F	-*	Housewife
5. Not employed	HW	F		Housewife
6. Ensign Coil	FT	F		Coil Picker
7. Not Employed	HW	F	-*	Housewife
8. Not Employed	HW	F		Housewife
9. Not Employed	HW	F	-*	Housewife
10. Not Employed	HW	F	-*	Housewife
11. Not Employed	HW	F		Housewife
12. Ronann's Garden Center	PT	F	-*	Helper
13. Schoenthaler, Schoenthaler & Roberg	PT	F		Tax Work
14. Not Employed	HW	F		Housewife
15. Not Employed	HW	F		Housewife
16. Not Employed	HW	F		Housewife
17. Not Employed	HW	F	-*	Housewife
18. Not Employed	HW	F		Housewife
19. Ensign Coil	FT	F	*	Assembly

Table X continued:

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
20. Self-employed	FT	F	Babysitter
21. Not Employed	HW	F	Housewife
22. John Deere & Co.	FT	M	Welder
23. Swift & Co.	FT	F	Canning Dept.
24. J. I. Case	FT	M	Tool Room-Machinist
25. Alibi Inn	FT	F	* Bartender
26. Jackson Co. Public Hosp.	PT	F	* Office Work
27. Not Employed	HW	F	Housewife
28. Not Employed	HW	F	Housewife
29. U.S. Marines	FT	M	* Service
30. Not Employed	HW	F	Housewife
31. Caterpillar Tractor Co.	FT	M	Drill Operator
32. Better Homes Furniture	FT	M	Delivery and Repair
33. Not Employed	HW	F	Housewife
NON-RESPONDENTS (all assumed same except one known to be in service)			
34. Family Farm	FT	M	Farming
35. Family Farm	FT	M	Farming
36. U.S. Army	FT	M	* Service
37. Ensign Coil	FT	F	Coil Picker
38. Caterpillar Tractor	FT	M	Tool Analyst
39. Not Employed	HW	F	Housewife
40. Not Employed	HW	F	Housewife
41. Meinerz Creamery	FT	F	Packer

Job Changes or Promotions:

Table XI reveals that five of the respondents have received a job change or promotion, which when added to the one non-respondent mentioned in the previous table makes a total of six - the number of positive changes observed in the preceding table. The status of changes or promotions for the other non-respondents is not known.

TABLE XI

REPORTED JOB CHANGES OR PROMOTIONS

ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewife	-	13	6
Part-time Workers			
Men	-	-	-
Women	1	2	-
Full-time Workers			
Men	2	4	-
Women	2	3	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	5	22	6

Combined Total Respondents	33
Non-Respondents	8
Total Class of 1971	41

Changes or Promotions Related to Program:

Table XII shows that two of the five changes reported by the respondents were related indirectly to the adult program. Three indicated that the change or promotion was not related.

While the numbers involved are small, two out of five would still represent forty percent (40%) of the changes or promotions reported as being related at least indirectly to the adult program.

TABLE XII

RESPONDENTS EXPERIENCING JOB CHANGES OR PROMOTIONS

AND ITS RELATIONSHIP TO THE ADULT PROGRAM

ADULT CLASS OF 1971

OCCUPATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED
Housewife	-	-	- -
Part-time Workers			
Men	-	-	-
Women	-	1	-
Full-time Workers			
Men	-	1	1
Women	-	-	2
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Respondents Stating Change or Pro.-		2	3

Total Change or Promotion Respondents 5

Income Increase:

Table XIII reports only one of the respondents reporting an income increase, three indicated "no", the remaining respondents failed to answer the question.

TABLE XIII

INCREASE IN INCOME

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewives	-	-	19
Part-time Workers			
Men	-	-	-
Women	-	1	2
Full-time Workers			
Men	1	-	5
Women	-	2	3
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	1	3	29

Other Benefits:

Responding to the question as to whether they had received any benefits other than job changes or promotions, eighteen responded "yes", nine "no", and six failed to answer the question. Table XIV records their responses and Table XV lists the individual comments of the eighteen responding "yes" to the question.

Approximately fifty-five percent (55%) of the respondents responded affirmatively to this question of other benefits.

TABLE XIV

RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewife	12	4	3
Part-time Workers			
Men	-	-	-
Women	1	1	1
Full-time Workers			
Men	1	4	1
Women	4	-	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	18	9	6

TABLE XV

YES RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1971

OCCUPATION	BENEFITS	NUMBER
Housewives	No response	7
	Helping the kids with homework and mentally.	1
	Keeping up with my children in the many new ways at school. More understanding of everyday problems in life.	1
	Helping the children with math and history.	1
	I have more self-confidence because of the experience of attending school and the knowledge obtained.	1

Table XV Continued:

OCCUPATION	BENEFITS	NUMBER
	In understanding people better, knowing more, understanding politics better, plus learning the management of money.	1
	I feel that it has broadened my views and that I am able to look at things more objectively.	1
	I am in line to get a better job because the one I am applying for requires a high school diploma.	1
	I have been able to help and answer some of the questions my child asks about his school work. I also have a better understanding of people in general, and I can carry on a better conversation about things in general.	1
	I learned a lot more and feel if I had to have another job, I could get a better one.	1
	I feel that I benefited because I feel like I'm more of a person and because I believe I bettered myself.	1
	Self-satisfaction - knowing that I can now eventually attend college.	1
	I am 100% more aware of what is going on concerning our political moves. I am interested in our country's leaders now.	1
	Total Housewives	19
Part-time Workers		
Men	--	-
Women	No response.	2
	My own satisfaction. In many ways it has given me more understanding of the world today and way back when.	1
	Total Part-time Women	3
Full-time Workers		
Men	No response.	5
	I now have a better knowledge of what has taken place in the government, and also in economics.	1
	Total Full-time Men	6

Table XV continued:

OCCUPATION	BENEFITS	NUMBER
Women	No response.	1
	After having taken government, I am more able to understand and take part in our government.	1
	I attended for my own personal satisfaction.	1
	It's what I always wanted to do, and I feel I benefited as it also pleased my family.	1
	Admission to nurses training.	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

Plans to Continue Education:

Exactly one-third (33%) of the respondents stated that they planned to continue their education beyond high school. Interestingly, most of these, eight of eleven, are presently housewives.

Table XVI presents the above information, while Table XVII lists the type of training they desire, and Table XVIII gives the city or school at which they plan to receive this training.

This data in Table XVI may be used for comparisons in the four-year study of this class, to see how many actually begin this training - at least within four years of graduation.

TABLE XVI

RESPONDENTS" PLANS TO CONTINUE EDUCATION

ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewives	8	9	2
Part-time Workers			
Men	-	-	-
Women	-	3	-
Full-time Workers			
Men	2	4	-
Women	1	4	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	11	20	2

TABLE XVII

TYPE OF ADDITIONAL TRAINING DESIRED

ADULT CLASS OF 1971

OCCUPATION	TYPE TRAINING DESIRED	NUMBER
Housewives	No response	12
	Cosmotology	1
	Hotel Industry	1
	L.P.N.	1
	Registered Nurse	1
	Secretarial	1
	Veterinarian	1
	Unknown yet	1
	Total Housewives	19

Table XVII continued:

OCCUPATION	TYPE TRAINING DESIRED	NUMBER
Part-time Workers		
Men	-	-
Women	No response	3
	Total Part-time Women	3
Full-time Workers		
Men	No response	4
	Auto Mechanics	1
	Blueprint Reading and Math	1
	Total Full-time Men	6
Women	No response	4
	Nursing	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

TABLE XVIII

CITY OR SCHOOL TO BE ATTENDED

ADULT CLASS OF 1971

OCCUPATION	CITY OR SCHOOL	NUMBER
Housewives	No response	13
	Clinton Community College	2
	Dubuque Nursing School	1
	Paris Beauty Academy	1
	Undecided	1
	I have two small children, so it will have to wait.	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	3
	Total Part-time Women	3

Table XVIII continued:

OCCUPATION	CITY OR SCHOOL	NUMBER
Full-time Workers		
Men	No response	4
	Adult School - Maquoketa	1
	Cedar Rapids Trade School	1
	Total Full-time Men	6
Women	No response	4
	St. Elizabeth School of Nursing (Danville, Illinois)	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

More High School Classes:

Nearly a third of these respondents also expressed an interest in additional high school subjects.

Generally speaking, these are not the same individuals planning to take courses beyond the high school level.

Combining the two groups gives you a significant number of these respondents who desire some type of continuing education.

Table XIX presents the detail of respondents desiring additional high school subjects.

TABLE XIX

RESPONDENTS DESIRING ADDITIONAL HIGH SCHOOL SUBJECTS

ADULT CLASS OF 1971

OCCUPATION	MAYBE	YES	NO	NO RESPONSE
Housewives	-	8	8	3
Part-time Workers				
Men	-	-	-	-
Women	1	1	-	1
Full-time Workers				
Men	-	-	6	-
Women	-	1	3	1
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Total Respondents	1	10	17	5

High School Subjects Desired:

Table XX illustrates the high school subjects desired by the eleven (10 yes - 1 maybe) respondents expressing an interest in more high school subjects.

As the table shows, there is quite a variety of interests reported.

TABLE XX

HIGH SCHOOL SUBJECTS DESIRED

ADULT CLASS OF 1971

OCCUPATION	SUBJECTS DESIRED	NUMBER
Housewives	No response	11
	General Business	1
	History and consumer economics	1
	Psychology, history, foreign language	1
	Shorthand and typing	1
	Sociology, psychology II, current social problems	1

Table XX continued:

OCCUPATION	SUBJECTS DESIRED	NUMBER
Housewives	Subjects that will help me later	1
	Tailoring, sociology	1
	Typing, government	1
	Total Housewives	19
Part-time Workers		
Men	=	-
Women	No response	1
	Bookkeeping, accounting, data processing	1
	Journalism and biology	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	6
	Total Full-time Men	6
Women	No response	4
	Office Practice	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

Recommend Program to Others:

Table XXI reports the responses to the question whether or not they would recommend the program to others who have not graduated from high school.

All (100%) of the respondents indicated that they would recommend the program to other non-graduates. This, I think, speaks well for the program and the teachers in the program.

TABLE XXI

RECOMMEND ADULT HIGH SCHOOL PROGRAM

TO OTHER ADULT NON-GRADUATES

ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewives	19	-	-
Part-time Workers			
Men	-	-	-
Women	3	-	-
Full-time Workers			
Men	6	-	-
Women	5	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	33	-	-

Reasons for Recommending Program To Others:

Table XXII records the reasons they would recommend the program to others. Only two of the thirty-three respondents neglected to respond with a reason, while all thirty-three responded yes in the previous table.

Reasons vary from self-respect and self-confidence, to job and educational opportunities and self-satisfaction. These individual comments are interesting as well as informational.

TABLE XXII

REASONS RESPONDENTS WOULD RECOMMEND ADULT PROGRAM

ADULT CLASS OF 1971

OCCUPATION	REASONS	NUMBER
Housewives	No response	1
	Just having the diploma gives you confidence.	1
	Because I learned more in night school than in high school. I was more willing to learn.	1
	Education will always help in life.	1
	Our everyday life requires that we have all the knowledge possible.	1
	It gives you a sense of accomplishment and the strength to do more things.	1
	To achieve their diploma.	1
	Life should be a continual learning process. High school is just one step in that direction.	1
	If a person has to have a better paying job, they can get one faster with a high school diploma.	1
	I feel that it is an opportunity one should take advantage of, if at all possible.	1
	I feel everyone needs his education no matter if they need it for a job or not.	1
	Because it gives you a great satisfaction, and because it is so casual. I don't think anyone could feel self-conscious.	1
	With our changing times and the things that are going on, one can better understand them with an education.	1
	I feel everyone should have his high school training, and adult high school gives a person the ability to learn with others, and understand the subject better.	1
	It's not difficult, it's convenient. Subjects are varied, informative, and the teachers are very good.	1

Table XXII continued:

OCCUPATION	REASONS	NUMBER
Housewives	Because you have more security being a high school graduate.	1
	Because you don't feel out of place because of the differences of ages, and it's more interesting and takes less time.	1
	Better opportunities.	1
	Because the subjects are taught excellently. I feel that I learned more in this program than I learned when in school. It's interesting and enjoyable.	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	Very necessary for folks now-a-days for getting work and higher pay. Also to have the knowledge to understand the ways and means of the world.	1
	You are never too old to learn. You have a different outlook on life.	1
	When applying for a job, you almost always must have a high school education.	1
	Total Part-time Women	3
Full-time Workers		
Men	Because I think it's a wonderful way to get their education.	1
	High school diploma is needed to get a job now.	1
	For young people trying to get a good job, it is important to have a diploma. Also, you can learn a lot at the adult high school program.	1
	Because you can hold a job and still go to school and get a diploma, and it does not interfere with the job.	1
	Helps in getting a job and makes one feel good inside - knowing he got his diploma.	1

Table XXII continued:

OCCUPATION	REASONS	NUMBER
Men	Helps in finding jobs.	1
	Total Full-time Men	6
Women	No response	1
	To keep you more informed on current issues.	1
	Naturally, everyone would like to be a high school graduate and the adult class is the easiest and best way to do so.	1
	If they are young and really want to better themselves, I think it is the only thing to do.	1
	Self respect and possible further advancement in job.	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

Work Required for Graduation:

Table XXIII indicates responses to a question pertaining to the amount of work required for graduation. While nearly eighty percent (80%) of the respondents felt the amount of work was about the right amount, seven respondents felt that too little was required, at least in the subjects they studied.

Teachers of adults might do well to review the individualization of their classes to see that no one feels slighted in this regard.

TABLE XXIII

AMOUNT OF WORK REQUIRED FOR GRADUATION

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE
Housewives	-	16	3
Part-time Workers			
Men	-	-	-
Women	-	2	1
Full-time Workers			
Men	-	6	-
Women	-	2	3
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	-	26	7

Quality of Instruction:

The quality of instruction, as measured by the respondents, was apparently good to excellent. Eleven rated it excellent, sixteen rated it very good, and six rated it good. None of the respondents rated it lower than good.

Table XXIV presents this information.

TABLE XXIV

QUALITY OF INSTRUCTION RECEIVED

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Housewives	10	8	1	-	-
Part-time Workers					
Men	-	-	-	-	-
Women	-	1	2	-	-
Full-time Workers					
Men	-	5	1	-	-
Women	1	2	2	-	-
Unemployed					
Men	-	-	-	-	-
Women	-	-	-	-	-
Disabled					
Men	-	-	-	-	-
Women	-	-	-	-	-
Total Respondents	11	16	6	-	-

Ways to Improve Program:

Given the opportunity to suggest ways to improve the adult program, only four of the respondents made any constuctive criticizm. Most did not answer the question or were mostly complementary in their remarks.

Table XXV presents this information.

TABLE XXV

WAYS TO IMPROVE THE ADULT PROGRAM

ADULT CLASS OF 1971

OCCUPATION	WAY TO IMPROVE	NUMBER
Housewives	No response	14
	Don't know of any.	1
	There is no way I can think of.	1

Table XXV continued:

OCCUPATION	WAY TO IMPROVE	NUMBER
Housewives	More testing during the year to make sure that the person has really read what is happening in that subject.	1
	I really enjoyed my subjects and I feel you have to have discussion.	1
	Can't think of any way it could be improved. I think it's a great program and many people (young and old) have benefited from it.	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	1
	More dictionary work.	1
	I wonder if enough is expected of an adult in some of the classes?	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	3
	I think everything you are doing is the best that can be established.	1
	None.	1
	In my opinion the school is just right the way it is. You couldn't do much more to make it better for the people.	1
	Total Full-time Men	6
Women	No response	2
	I always believe that you learn much from testing.	1
	Teachers should be in their classrooms on time. They should give more tests. Some of us (adults) need a shove in the right direction to learn.	1
	I don't know of any - the teachers were all wonderful.	1
	Total Full-time Women	5

Table XXV continued:

OCCUPATION	WAY TO IMPROVE	NUMBER
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

Most and Least Valuable Required Subjects:

Tables XXVI and XXVII records the responses of the respondents regarding most and least valuable required subjects.

While, in some instances, these responses may reflect the popularity and/or ability of certain teachers, in general - I believe - it reflects the personal likes or dislikes for a given subject. This is often related to its practical usefullness to the individual student.

Table XXVIII tends to substantiate this belief - since nearly two-thirds of the respondents felt that all required subjects were helpful.

TABLE XXVI

MOST VALUABLE REQUIRED SUBJECT

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	SUBJECT	NUMBER
Housewives	No response	1
	American History and Math	1
	English	1
	English 10	2
	English and Math	1
	Government	9
	Math	2
	Science	1
	Science and Math	1
	Total Housewives	19

Table XXVI continued:

OCCUPATION	SUBJECT	NUMBER
Part-time Workers		
Men	-	-
Women	No response	1
	American History	1
	English 10	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	1
	Consumer Economics	1
	English 10, 11, and Math	1
	English 11	1
	Government	1
	Math	1
	Total Full-time Men	6
Women	English 10 and 11	2
	Government	3
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

TABLE XXVII

LEAST VALUABLE REQUIRED SUBJECT

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	SUBJECT	NUMBER
Housewives	No response	9
	None (were least helpful)	2
	English	1
	English 11	1
	History	5
	Science	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	2
	Science	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	3
	None (were least helpful)	1
	History	1
	Science	1
	Total Full-time Men	6
Women	No response	3
	English 10	1
	Math	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

TABLE XXVIII

ALL REQUIRED SUBJECTS WERE HELPFUL

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	YES	NO	NO RESPONSE
Housewives	10	-	9
Part-time Workers			
Men	-	-	-
Women	2	-	1
Full-time Workers			
Men	5	-	1
Women	3	-	2
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	20	-	13

Most and Least Valuable Elective Subjects:

Tables XXIX and XXX record the responses of this group to questions related to most and least valuable elective subjects.

What has been previously said about the required subjects, might also be said about the elective subjects. That is, personal likes or dislikes of a subject and its immediate practical application probably influence choices more than anything else.

Table XXXI reveals that about one half of the respondents felt all electives were helpful, while the other half did not respond to this question.

TABLE XXIX

MOST VALUABLE ELECTIVE SUBJECT

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	SUBJECT	NUMBER
Housewives	No response	4
	None (studied)	1
	Bookkeeping	3
	Consumer Economics	2
	Home Economics	4
	Psychology	2
	Psychology and Consumer Ecomomics	1
	Sewing and Art	1
	Typing	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	1
	Bookkeeping	1
	Office Practice	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	4
	Consumer Economics	1
	Welding	1
	Total Full-time Men	6
Women	No response	3
	Bookkeeping	1
	Office Practice	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

TABLE XXX

LEAST VALUABLE ELECTIVE SUBJECT

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	SUBJECT	NUMBER
Housewives	No response	13
	None (least valuable)	2
	None (studied)	1
	Bookkeeping	2
	Office Machines	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	3
	Total Part-time Women	3
Full-time Workers		
Men	No response	5
	Typing	1
	Total Full-time Men	6
Women	No response	5
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

TABLE XXXI

ALL ELECTIVE SUBJECTS WERE VALUABLE

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	SUBJECT	NUMBER
Housewives	No response	13
	Yes	6
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	2
	Yes	1
	Total Part-time Women	3
Full-time Workers		
Men	No response	1
	Yes	5
	Total Full-time Men	6
Women	No response	1
	Yes	4
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

Tuition or Non-Tuition:

Of the thirty-three respondents, seven had been at one time or another during enrollemnt, a non-tuition student.

Of the eight non-respondents - three had been non-tuition students.

Approximately twenty-five percent (25%) of this class, then, were non-tuition students.

TABLE XXXII

TUITION OR NON-TUITION STUDENTS

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	TUITION	NON-TUITION	NO RESPONSE
Housewives	13	6	-
Part-time Workers			
Men	-	-	-
Women	3	-	-
Full-time Workers			
Men	4	1	1
Women	5	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Total Respondents	25	7	1

Additional Comments:

The members of the class of 1971 were also given the opportunity to make any additional comments they might wish to make. The last question of the questionnaire makes allowance for this.

Twenty-five of the thirty-three respondents did not comment here, while eight did. It should be mentioned, however, that many not commenting here, did comment to other portions of the questionnaire.

Table XXXIII details this information.

TABLE XXXIII

ADDITIONAL COMMENTS

RESPONDENTS - ADULT CLASS OF 1971

OCCUPATION	COMMENT	NUMBER
Housewives	No response	13
	It gives you more experience in life. Everything is bigger, whether it's a farm or town.	1
	I think it would be nice for you to let the students know if they passed on an A - B - C - D grade when they graduate, so they know if the grade is college acceptable.	1
	I enjoyed all the time I spent in night school. It was a great experience for me.	1
	I think your whole program is just great and I would recommend it to anyone.	1
	I enjoyed all of my teachers. I thought they were very helpful, and I hope they are as helpful to others.	1
	I was only a student for a short time, but I enjoyed it very much and I'll never regret the experience. I even miss attending the classes now that I'm finished.	1
	I would have preferred to study deeper into our government system instead of our history. A better understanding of our government would make our history easier to grasp.	1
	Total Housewives	19
Part-time Workers		
Men	-	-
Women	No response	3
	Total Part=time Women	3
Full-time Workers		
Men	No response	5
	No comments. The questionnaire covers everything I could possibly think of.	1
	Total Full-time Men	6

Table XXXIII continued:

OCCUPATION	COMMENT	NUMBER
Women	No response	4
	I think the adult education program is a great thing for people, who for some reason or another, never completed their high school education. I hope that every boy or girl that hasn't, does.	1
	Total Full-time Women	5
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Total Respondents	33

CHAPTER III

SUMMARY-CONSLUSIONS-RECOMMENDATIONS

Summary:

The purpose of these follow-up studies, as has been mentioned earlier, has been to further evaluate the Jackson County Adult Evening School Program in terms of educational, social or personal, and/or financial benefits -- as measured by the graduates themselves.

These follow-up studies supplement other teacher, student evaluations and pre-post test results.

While some of the classes are small, the results obtained when coupled with other classes over a period of time should give us an accurate and reliable picture of benefits accruing to the graduates of this program.

If the results of these studies justify programs of this type then these programs should be continued, expanded, and additional programs started.

The results of all follow-up studies to date of this program, have shown a remarkable degree of consistency in responses both in percentage comparisons as well as content and direction. They leave little doubt as to the value of this type of program to adults who have not completed their high school education and to society as a whole.

The best answer to the dropout problem, however, lies not in remedial programs of this type, but in prevention of creating dropouts. To this end, schools would do well to direct their efforts.

Conclusions:

Upon the basis of this follow-up study I conclude that:

1. Age and sex need not be deterrent factors to adults desiring to complete their high school education, and were not to members of this class of 1971.

2. The members of this class have many productive years ahead of them in which to repay the cost of their education, and in which to benefit educationally, socially, or financially.

3. While some mobility is present, the vast majority of these graduates remain within the same general area, at least up to one year after graduation. Those who do move are probably more employable than they would have been prior to graduation from high school.

4. Being the head of household, married, and parents need not deter adults from completing their high school education, and did not deter members of this class.

5. Work or housework need not keep adults from completing their high school education, unless the work is of a night shift variety.

6. The number of class members in the labor market varies as housewives enter and leave the labor market - presumably due to family considerations.

7. A significant number of job changes or promotions occur to those in the labor market within one year of graduation. Others not experiencing this within one year of graduation will do so at a later date.

8. A significant number (percentage wise) of these changes are related indirectly to the adult program.

9. Other benefits, such as self-confidence, self-satisfaction, self-respect, becoming better informed, being better parents, etc. are experienced by most graduates of this class and program.

10. A significant number of the graduates of this class desire additional training beyond high school level, and a similar number are interested in additional high school subjects.

11. All of the respondents of this class would recommend this program to non-graduates.

12. Most of the respondents of this class feel the amount of work required for graduation to be about the right amount.

13. All of the respondents of this class rated the quality of instruction as being excellent, very good or good.

14. Few constructive criticisms were made for ways to improve the program. Most responses were either complementary or the class member did not respond to the question. Only four constructive comments wer found.

15. Most respondents felt all required or elective subjects to be valuable, although many expressed some preference.

16. About one-fourth of the respondents made additional comments at the end of the questionnaire.

Recommendations:

As a result of this and earlier follow-up studies, I make the following recommendations:

1. That continued and additional efforts be made to recruit adult students for this program. These efforts might well include incentives to attend, such as employer sponsorship, provision of baby-sitting services, partial payment to attend, transportation allowances, etc.

2. That this program be continued until such time as it can be replaced by local or area schools - and as long as enrollments justify.

3. That similar adult programs be established elsewhere in the state and nation, and that they receive financing from local, state and federal sources.

4. That high school graduates continue to be permitted to attend classes in this program, as long as interest in doing so persists.

5. That area schools and colleges bring additional educational opportunities to these adults by providing evening classes in the local communities. These classes should include college credit courses, interest courses, and vocational-technical offerings. They should also require minimal enrollments and be of minimal expense.

6. That local schools begin to resolve the dropout problem by experimenting with curriculum changes, individualized study programs, revision of grading and other school policies which may contribute to the dropout problem.

7. That state-wide studies of the dropout problem be conducted (not just counting them - but determining causes), recommendations made, and implementation of such sound recommendations as may be made.

EXHIBIT A. - FIRST LETTER

Jackson County Adult Evening High School Completion Program
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1971:

It has been a little less than a year since you received your high school diploma, earned in the Adult Evening School Program. Even though you have graduated, we are still interested in you and what you are doing.

You can be of great assistance to us if you will complete the enclosed questionnaire and return it to us in the enclosed self-addressed, stamped envelope.

This will help us to evaluate our adult program through the experiences and eyes of our graduates. This is truly the "acid" test or evaluation of our program.

As you are probably aware, the class of 1969 completed and returned a similar questionnaire. A 100% return was achieved. The results of this study were published in a handbook on hearings before the general subcommittee on education of the Committee on Education and Labor. It is hoped that the class of 1971 will also respond 100% and its results similarly published.

You may be assured that the information obtained through this study will be used for program evaluation purposes, and that no names will be used in reporting the results of this study.

We do ask that you answer the questions completely and honestly, so that the study will be as valid as possible. Your participation in this study may well determine not only the continuation of this program, but the establishment of similar programs throughout the country.

Please complete and return the questionnaire now! A delay may mean more and unneccessary expense to our program.

If you would like a copy of the results of this study, please check the box at the top of the questionnaire and a copy will be sent to you as soon as the study is complete.

I thank you in advance for your prompt return of this completed questionnaire and I hope this letter finds you in the best of health and circumstance.

Sincerely yours,

James R. Gran

James R. Gran, Administrator

JRG:jam
Enclosures:
1-self-addressed stamped envelope
1-questionnaire

P.S. Someday we would also like to do a 3 or 5 year follow-up study of our graduates, so if you should have a change of address at some future date, we would appreciate your notifying us of any change in name or address.

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1971:

We have not received, as yet, the questionnaire which was mailed to you about two weeks ago, and we miss and need you response.

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by sending us your completed questionnaire as soon as possible.

In case you have inadvertently misplaced or lost the first questionnaire, we are enclosing another one along with a self-addressed stamped return envelope.

Your participation in this study is most important since many of the decisions affecting this program as well as others will be based upon the results of this study.

So won't you please take a few minutes of your time to complete and return this questionnaire? Thank you for helping us make this study complete.

Sincerely,

James R. Gran
Administrator

JRG:jam

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1971:

Of the 42 adults who graduated with the class of 1971, all have returned their completed questionnaires except you.

Won't you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope is enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:jam

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

____ Yes, I want a copy of the results of this follow-up study.

Follow-up Questionnaire
Graduates-Class of 1971
Jackson County Adult Evening High School

General Information:

NAME: _____
Last First Middle

Present age: _____ Sex: _____
in years M or F

PRESENT
ADDRESS: _____
RFD BOX STREET

Head of Household: Yes _____ No _____

_____
CITY STATE ZIP CODE

Marital Status: Single____ Married_____
Divorced____ Widowed____ Separated____

If married at any time, the number of children in your family: 18 yrs or below__
19 yrs or above__

Check one classification below which best describes your present status:

Housewife (not working for wages)_____
Part-time worker (regularly work part-time)_____
Full-time worker (regularly work full-time) _____
Unemployed worker (temporarily out of work) _____
Disabled (cannot work) _____
Other classification not listed above (Please be specific): _____

Example: If you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife, as used here, indicates you do not work for wages at all.

QUESTIONS:

1a. Were you employed at the time you enrolled in the Adult Evening School? Yes ___ No ____

1b. If yes, was this part or full-time work? Parttime_____ Full-time_____

1c. If yes, by whom were you employed? _____

1d. If yes, give type of work or job description of the work. _____

2a. Are you employed at the present time? Yes___ No _____

2b. If yes, is this part or full-time work? Part-time_____ Full-time_____

2c. If yes, by whom are you presently employed? _____

2d. If yes, give type of work or job description of the work. _____

3a. Have you had a change in jobs or a promotion on the job since enrolling or graduating from the Adult Evening High School Program? Yes_____ No_____

3b. If yes, has this change or promotion been a direct or an indirect result of your attending and graduating from the Adult Evening School Program?
Direct result____
Indirect result____
Not related to schooling____

3c. If yes, did your income also increase as a direct or indirect result of your completing the Adult Program? Yes_____ No _____

4a. Have you benefitted in any other ways, (other than job promotion or change of jobs), by attending and graduating from the Adult High School Program?
Yes_____
No _____

4b. If yes, in what other ways have you benefitted?_____
_____
_____
_____
_____

5a. Do you plan to continue your education beyond high school? Yes_____ No _____

5b. If yes, what type of training or education do you plan to continue with?
_____
_____
_____

5c. Where (what school) do you plan to attend to obtain this training?_____
_____
_____

6a. Graduates are now permitted to enroll in the Adult Program, but were not allowed to do so at the time you graduated. Would you be interested in taking additional high school subjects? Yes_____ No_____

6b. If yes which subjects would you be most interested in studying?_____
_____

7a. Would you recommend that any adult who did not complete his/her high school education do so by attending the Adult High School Program? Yes_____ No _____

7b. If yes, why? _____
_____

7c. If no, why not? _____
_____

8. In your opinion the amount of work required for graduation was:

Too much _____
About right _____
Too little _____

9. In your opinion, the quality of instruction you received in the Adult High School Program was:

Excellent _____
Very good _____
Good _____
Fair _____
Poor _____

10. List any ways in which you think the Adult High School Program could be improved for adult students. _____

_____

_____

_____

11. In completing the following statements in 11 and 12, please confine your choices to subjects that you studied in the Adult High School Program. Required subjects were: English 10 & 11, Math, Science, American History, and Government. Electives would be any other subjects. If you do not feel any one subject was most or least helpful - check box in 11c and 12c.

11a. List the <u>one required subject</u> you studied in this program that has been the most <u>valuable (helpful)</u> to you. _____

11b. List the <u>one required subject</u> you studied in the program that has been the <u>least valuable (helpful)</u> to you. _____

11c. I do not feel any one required subject was most or least helpful. _____
(In other words, all subjects I took were helpful to me.)

12a. List the <u>one elective subject</u> you studied in this program that has been the <u>most valuable (helpful)</u> to you. _____

12b. List the <u>one elective subject</u> you studied in this program that has been the <u>least valuable (helpful)</u> to you. _____

12c. I do not feel any one elective subject was most or least helpful. _____
In other words all subjects I took were helpful.)

13. At the time you were enrolled were you a tuition or a non-tuition student?

Tuition _____
Non-Tuition _____

14. If you have any other comments that you would care to make that may not have been covered by the questionnaire, you may make them here. _____

_____

_____

_____

_____

ERIC Clearinghouse
JUN 6 1972
on Adult Education